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ABSTRACT

This study of 39 deaf students at St. Petersburg Junior College indicated that a considerable number of students with hearing impairments seek higher education in regular community colleges, and that many of them not only graduate from such institutions but attain professional status in the occupational world commensurate with their educational achievements. It is assumed that providing some special library services in community colleges would enhance the chances of deaf students achieving success in higher education. Special counseling early in high school to students with demonstrated academic ability, special counseling and special library services in community colleges, and greater attention to the educational needs of students with total and moderate hearing impairment, are identified as three factors which influence success. It is recommended that (1) the program be revised and put into a diffent format as videocassette tape within the next two years, (2) librarians broaden their resource knowledge through inservice programs, and (3) guidelines be established for developing additional special programs for hearing handicapped students. (Author/JEG)

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Model Library Services for the Hearing-Handicapped

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A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION

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Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

MODEL LIBRARY SERVICES FOR THE HEARING-HANDICAPPED

By

Theresa Carter Goss

March, 1978

St. Petersburg Junior College continues to enroll deaf students, and the number increases each year. Most of these students pursue regular curriculum offerings; yet, hearing-handicapped students experience extreme difficulty in using the library and its facilities. Since the community college concentrates traditionally on the non-handicapped student, library facilities do not meet adequately the needs of the hearing-handicapped.

Results of this study help identify needs of hearing-handicapped students in the library of St. Petersburg Junior College. Data collected in this study provides the college with specific information to develop a program in library services for the hearing-handicapped. The program simplifies deaf students' interaction and participation and thus serves as a stimulus for language development.

The sample population in my study included thirty-nine deaf students at St. Petersburg Junior College. With the assistance of an interpreter for the deaf, I administered a questionnaire to obtain information for this study. The questionnaire contained twenty-three items on a wide range of topics including family background, hearing loss, communication method, early schooling, college experience, marital status, and employment. The interpreter provided complete instructions in sign language before the survey began.

I used Chi square (X^2) as the statistical technique to analyze data in this study. This analysis appeared pertinent because of the nominal categories prevalent in a checklist questionnaire I developed for the study. The results of my study confirmed that most deaf students wanted improved library services. Fifty-nine (59 percent) stated they would like lessons on video tape, and seventy-seven (77 percent) indicated that we should provide more special library services for the handicapped.

My study indicated that a considerable number of deaf students seek higher education in regular community colleges and that many of these students successfully graduate from such institutions and attain professional status in the occupational world commensurate with their educational achievements. These

deaf students attain success in institutions of higher education apparently with little or no special library services. Apparently, then, we can assume that providing some special library services, such as those available to other students with disabilities, would enhance the chances of our deaf students achieving similar success in higher education.

To accomplish this objective the following appear significant: 1) special counseling early in high school for students with demonstrated academic ability; 2) special counseling and special library services in community colleges; 3) greater attention to the educational needs of students with total and moderate hearing impairment. Providing special library services to increase the chances of academic success among deaf students would, undoubtedly, increase cost. Such special library services, however, would prove less expensive than specialized facilities. The vast array of higher education programs and facilities available to the general public, though, cannot withstand duplication for a small population. Such special programs as library services for the hearing-handicapped appear needed, but deaf students will continue to encounter a restricted range of educational choices and opportunities until educators devise ways to offer them facilities and programs similar to those available to the general population.

In view of findings in my study, the following recommendations seem appropriate: 1) within the next two years revise the program and put onto a different format as videocassette tape; 2) that librarians broaden their resource knowledge through in-service programs; 3) establish guidelines for developing additional special programs for the hearing-handicapped students.

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CHAPTER I

INTRODUCTION

Deaf students presently in our educational system face a unique environment of continuous, overwhelming exposure to visual media and messages through television, film, photography, graphics, and other current technologies. Outside school, these media constantly influence the lives of our deaf students. Experts agree that this exposure influences deaf students' lives.

Although deaf students encounter daily a variety of media outside school, education inadequately supplements the dominant media of print with other forms of visual media to facilitate instruction. In an attempt to reckon with this problem, many colleges invest in substantial audio-visual materials, equipment, supplies, and personnel.[1] Availability of these resources to bridge the media/print gap existing between non-college and college settings assists instructors in utilizing

[1] James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, AV Instruction: Media and Methods (New York: McGraw-Hill, 1969), p. 114.

mediated classroom-presentation methods with the assistance of the library and its personnel.

For most deaf students, their relationship to media, both in and out of school, remains passive. Customarily, they appear recipients in a one-way process, watching but not participating. Recognition of this one-sidedness prompts educators to express concern that communication through visual media should become a two-way process with deaf students exercising an active role. These two factors, utilization of media to its fullest advantage and active involvement of deaf students in the media-communication process, serve as the basic rationale for a growing educational movement investigating literacy or communication through the use of visuals, rather than through the use of sign language.

The Setting

This investigation occurred at the Clearwater Campus of St. Petersburg Junior College during Session I, 1977-78. The Clearwater Campus offers a diversified curriculum to all of its students. St. Petersburg Junior College ranks as one of the largest community colleges in Florida. The College enrolled 33,028 students during the 1976-77 academic year of

which a significant portion have some kind of disability.[2]

Purpose of the Study

Developing functional language, communication, and interaction skills appears a major problem for deaf students. Both formal and informal assessments of visual-literacy programs can assist ultimately in teaching hearing-handicapped students. Despite the integral part of media in educating the deaf and the potential value of the visual-literacy approach to deaf students, a noticeable lack of visual-literacy programs and materials impedes progress of deaf students.

This project developed a library visual-literacy program which included both visuals (graphics) and a library orientation. Hence, this program proposes to shape receptive and expressive visual communication skills in community college deaf students. I sought, therefore, to build into this program the following special features.

1) Objective-Based: Perhaps most significant, this model will differ from others by using a set of objectives keyed to activities of library teaching

[2] St. Petersburg Junior College Plan and Program Budget (St. Petersburg, Florida: St. Petersburg Junior College, 1977), p. 14.

procedures and materials to simplify attainment of each corresponding objective. In reviewing various literacy programs, Barley indicated a need for objectives to structure visual-literacy experiences.[3]

2) Successful Communication: This program concerns Bennett's question: "How will we know if visual communication is successful?"[4] A successful communication test will help determine to what extent each student project, no matter how simple, meets stated objectives by communicating the student's intended message to his peers.

3) Focus on Environment: Most activities will require students to become involved with their in- and out-of-college environments, both as observers and as communicators. This focus on students' environments will stimulate active student responses in various situations. Moreover, Watson suggests that "environmental studies" can assist effectively in teaching both oral and written language to deaf students.[5]

[3] Steven D. Barley, A New Look at the Loom of of Visual Literacy (Rochester, N. Y.: Eastman Kodak Co., 1971), ERIC #ED 057 585, p. 24.

[4] David Bennett, Nobody Knows Who Discovered Water, But It Probably Wasn't a Fish. Proceedings of First National Conference on Visual Literacy, 1970 (New York: Pitman Publishing Company, 1970), pp. 42-47.

[5] Thomas Watson, The Education of Hearing-Handicapped Children (London: University of London Press, 1967), p. 92.

Background of the Study

Formal education of deaf students in the United States began with the establishment of the American Asylum for the Deaf and Dumb (now known as the American School for the Deaf) in Hartford, Connecticut, in 1817. Thomas H. Gallaudet and a group of interested Connecticut citizens established this residential school. It contributed two traditions to the education of deaf students in this country: use of sign language and employment of deaf teachers to instruct deaf students. For the fifty years between 1817 and 1867, this school set the pattern of instruction for deaf students in the United States. Schools established during this period relied primarily on manual instruction as a medium to teach deaf students.

The first major departure from this pattern occurred in 1867 with the establishment of the Clarke School for the Deaf in Northampton, Massachusetts, and the Lexington School for the Deaf in New York City. Both residential institutions used only oral classroom instruction and communication with students. These schools remain two major sources for oral education of deaf students. Established by Max A. Goldstein in 1914 in St. Louis, Missouri, the Central Institute for the Deaf created an awareness of the importance of residual hearing in deaf students and helped develop equipment and techniques to enable deaf students to use

their residual hearing. These efforts in promoting the use of amplification and auditory training (at one time known as the acoustic method) successfully united with the oral method and, to some extent, supplemented most programs for deaf students in the United States.[6]

The Horace Mann Day School for the Deaf, established in Roxbury, Massachusetts, in 1869, created a second major departure from the early pattern of education for deaf students in this country. Horace Mann Day School served as a forerunner of day schools now existing in major cities. Day schools use oral instruction and differ from oral residential schools primarily in that students attend school only for instruction and live at home. Like residential schools, day schools for the deaf generally differ from other educational institutions.

A third development occurred in 1896 with the opening of day classes as separate classes within units of regular Chicago public schools. Now, classes within any given school integrate deaf students into classes with hearing students. This procedure spread rapidly through the country as a major organizational pattern for educating deaf students.

[6] Stephen P. Quigley, William C. Jenne, and Sandra B. Phillips, Deaf Students in Colleges and Universities (Washington, D. C.: Volta Bureau, 1968), p. 7.

Although educational programs for deaf students in the United States likely subscribe to the philosophy of preparing hearing-handicapped students to function to a degree in the general community, oral residential schools, day schools, and day-class programs pursue this philosophy most actively. These programs use only oral instruction and communication, proposing techniques by which deaf students can acquire the language and communication of the larger society they must function in. In varying degrees, these programs also attempt to prepare deaf students for future education with hearing students in regular school programs. Most provide education only through elementary school and attempt to equip their students for further education in regular high schools and higher education institutions.

Higher Education Programs for Deaf Students. Traditionally, Gallaudet College, a privately incorporated liberal arts institution in Washington, D. C., provided higher education for deaf persons. Edward Miner Gallaudet established the college in 1864 and named it in honor of his father, Thomas Hopkins Gallaudet, founder of the American School for the Deaf. The federal government largely supports its capital and operating budgets, both directly and indirectly. Regarded until about 1950 as a place to prepare deaf teachers, Gallaudet College has expanded its curriculum

since then to a full liberal arts program with a considerably changed composition of faculty; these changes and a modernized campus effected accreditation of the college. In addition, Gallaudet College offers a four-year liberal arts program for deaf students, graduate programs preparing teachers and other specialists to work with deaf persons, and a one-year college-preparatory program. As a result the student population increased from 228 in 1950 to 798 in 1976. Due to inadequate preparation for college study, approximately 85 percent of the entering students must complete the preparatory year to gain admission to the college.[7]

In 1965 the United States Congress authorized the establishment of a National Technical Institute for the Deaf (NTID) on the campus of Rochester Institute of Technology to provide technical instruction for deaf students at the higher education level. In a sense, the Rochester Institute of Technology represents a technical counterpart of Gallaudet College. NTID will help solve one of the greatest problems of higher education for deaf students. Restrictions in education and jobs that previously confronted them no longer prevail. At present, deaf students attend

[7] Quigley, p. 10.

Gallaudet College or attempt to compete with normal-hearing students in regular colleges and universities. The rare availability of special help, however, renders the latter course difficult.

Major Issues and Research Questions

In this study I developed a model of library services for the hearing-handicapped. The following issues seem pertinent in examining library services for the hearing-handicapped:

1. To what extent do librarians at St. Petersburg Junior College provide library services for the hearing-handicapped?
2. Do librarians at St. Petersburg Junior College react inappropriately when working with the hearing-handicapped?
3. Should librarians equip themselves with adequate tools to assist properly the hearing-handicapped?

Limitations of the Study

Thus, I established certain criteria to determine a student's eligibility for inclusion in the target population. The major criteria involved the individual's hearing loss and his enrollment in St. Petersburg Junior College. The following observations indicate limitations of this study:

(1) The population included thirty-nine deaf students enrolled at St. Petersburg Junior College. The study occurred during September and October 1977.

(2) The findings of this study include only results from questionnaires administered to these deaf students.

(3) The validity of the study depended on the accuracy of individual responses. Although respondents were all deaf students at St. Petersburg Junior College, no provision for assessing the possibility of fraudulent responses on the questionnaire occurred.

CHAPTER II

REVIEW OF RELATED LITERATURE

In an attempt to improve library services for the hearing-handicapped, the community college demonstrates a significant movement in higher education. The movement gathers momentum in planning higher education curricula. Seashore stated the community college remains here to stay, but faces tremendous hazards unless it provides specific services to the hearing-handicapped.[8]

Community colleges seek to provide terminal education for those deaf persons interested in two-year programs and those who, because of financial or academic limitations, cannot undertake a longer program of higher education; in addition, community colleges serve a transfer function, allowing early college years near home at low cost. Thus, community colleges play a vital role in education for both hearing and hearing-handicapped students. Also, the community

[8] Carl E. Seashore, The Junior College Movement (New York: Henry Holt, 1960), p. iii.

college provides one means of alleviating overcrowding at universities. In these functions the responsibility of the community college seems vast, and its programs contribute additional guidance to deaf students who seek an education in institutions of higher education.

The impending influx of students continues to exert pressure for reevaluating instruction in the community college. Accordingly, Wilbur believes the astounding growth and spread of public and private community colleges in the United States is evidence of a long overdue renaissance. The stereotyped collegiate educational structure which evolved from our traditional educational attitudes leaves much to be desired among hearing-handicapped students.[9]

Moreover, Commager reported that libraries, in supplementing class lectures, extend the students' learning beyond the confines of the classroom.[10] Likewise, Seashore found that the community college concept of library services contributed to the rise of the educational level of deaf students in the

[9] Ray L. Wilbur, "Introduction," Junior College Journal, 20 (1965), 3.

[10] Henry S. Commager, "The Problem Isn't Brick, It's Brains," New York Times Magazine, 20 (January 1976), 11.

United States.[11] On the whole, the studies of Commager and Seashore conclude that library services in the community college incorporate opportunities for deaf students to participate in and understand science and technology, and to become involved in the educational process.

This innovation in education from teaching only hearing students to instructing deaf students places a heavy burden on community colleges generally and on libraries specifically. For example, the deaf student who wishes to leave school after two years, or two courses, should capitalize on the library's resources and take advantage of his opportunities while in college and afterwards. Continuing use of the library should provide a learning experience that enhances a deaf student's education in later years. Deaf students who transfer to universities could encounter deprivation of basic library tools if the community college library did not provide adequate instruction.

The first national conference on visual-literacy in 1969 involved a group of teachers, media personnel, researchers, and representatives from related commercial enterprises who displayed interest in exploring this relatively new concept of teaching through

[11] Seashore, p. iv.

visual-literacy. This conference defined the scope of visual-literacy and suggested possible directions for further experimentation, application, and research. The conference formulated the following definition:

> Visual-Literacy refers to a group of vision-competencies a human being can develop by seeing, and at the same time, having and integrating other sensory experiences. The development of these competencies is fundamental to normal human learning. When developed, they enable a visually literate person to discriminate and interpret the visible actions, objects, and/or symbols natural or man-made that he encounters in the environment. Through creative use of these competencies he is able to communicate with others. Through appreciative uses of these competencies, he is able to comprehend and enjoy the masterworks of visual communication.[12]

Research continues to delineate more precisely the parameters of visual-literacy. Many of the definitions appear expansive and theoretical. For example, Barley describes visual-literacy as encompassing various areas of semantics, philosophy, technology, art, graphic arts, developmental and perceptual psychology, linguistics, rhetoric, and programmed learning.[13]

In examining the implications of visual-literacy for educational programs, Lacy and Tanzman describe the

[12] Clarence M. Williams and John L. Debes, Proceedings of the First National Conference on Visual Literacy (New York: Pitman Publishing Co., 1970), p. 14.

[13] Barley, p. 91.

visually literate student as one who reads visuals with skill, expresses himself effectively with visuals, and understands the grammar and syntax of visual language. The visually literate student interprets visual and verbal metaphor, understands the tools of visual-literacy, and can translate from visual language to verbal language. Also, he appreciates the masterworks of visual-literacy.[14]

Tanzman viewed this definition as far from operational; yet, along with similar definitions, it helps us develop more concrete models upon which to base functional visual-literacy programs. The Fransecky and Debes definition simplifies Tanzman's definition and puts it into a more usable reference for the classroom. The visually literate student can do the following:

> read visuals made for intentional communication
>
> plan visuals for intentional communication
>
> create visuals for intentional communication.[15]

Along with defining visual-literacy came developing guidelines for applying the visual-literacy concept

[14] Grace Lacy and Jack Tanzman, "The Meaning and Importance of Visual Literacy," School Management, 16 (September 1972), 44.

[15] Roger B. Fransecky and John L. Debes, Visual Literacy: A Way to Learn--A Way to Teach (Washington, D.C.: Association for Educational Communications and Technology, 1972), p. 112.

to classroom situations and identifying curricular and other areas where this approach could prove useful. Tanzman stressed the "hands-off" approach of visual literacy programs, with deaf students actively responding to the environment and communicating with others using visual means.[16] Visual-literacy continues as a learner-centered approach to education with the student as generator and communicator of information rather than as mere receptor of teacher-initiated information. Whereas traditional audio-visual communication places media in the teacher's hands, the visual-literacy approach places media in the hands of both student and teacher, with emphasis on the student. Fransecky and Debes also suggested that passive listening and watching experiences students bring to college could help them develop interactive communicative skills.[17]

Content and method should assume priority in designing a visual-literacy program. Although library visual-literacy activities can integrate experiences in virtually any subject area, the so-called "affective domain" usually receives priority where the visual-literacy approach manifests particular educational value. McHale pointed out that:

[16] Lacy and Tanzman, p. 45.

[17] Fransecky and Debes, p. 117.

> The problem now is that those areas of our formal education which deal with the symbolic and value content of our culture do so almost entirely in terms of our past. By and large, they avoid immediate relevance to the external cultural environs in which the person finds himself. Outside the school, university or educational institution, these environs are those of the film, television, radio, pictorial magazines and massive advertisement of an enormously proliferated mass culture brought into being by our accelerated technology.[18]

Bringing technology into the classroom for the student, the visual-literacy approach can reach into affective areas as the expression and successful communication of feelings, values, and opinions. Activities and materials involved in the visual-literacy approach indicate the need to motivate students who turn off traditional classroom procedures. For the past eight years, since the first national conference on visual-literacy, various educational publications continue to report descriptions of visual-literacy programs for use in educational settings. Such programs represent a trend towards widening options in language, communication, and shared experiences with others, and consist of multi-disciplinary activities which provide the deaf learner with direct opportunities to develop skills in becoming an interpretive, creative sender and

[18] John McHale, "The Preparation of Teacher Media," Journal of Aesthetic Education, 3 (1969), 114.

an intelligent receiver of his visual and verbal environment. The concept of visual-literacy enables program developers to produce materials in many formats. Not a program implemented at a specific grade level for a specific time period, visual-literacy offers a growing awareness on the part of instructors and students of alternative responses to a constantly changing visual world.[19]

Visual Literacy and Education of Hearing-Handicapped Students

Hearing-handicapped students rely on their visual communication skills for learning their environment and sharing their responses with instructors, parents, and peers. Because of this dependence, we might guess that deaf students, with their loss of hearing, would develop better visual skills to compensate for their handicap. Unfortunately, this equalization does not occur. In fact, studies reveal that deaf students only sometimes equal and more often remain inferior to hearing students in various measures of visual perceptual skills.[20]

Educators of the hearing-handicapped appear acutely aware that visual cues offer the deaf student his main

[19] J. R. Purvis, "Visual Literacy: An Emerging Concept," Educational Leadership, 30 (1973), 714-716.

[20] Barbara F. Keogh, Vernon McKay, and Carol E. Smith, "Deafness and Visual-Motor Function," Journal of Special Education, 4 (1970), 4-7.

approach to the experience of communication, and that the deaf student needs continuous visual stimulation and training to develop his visual perceptual skills.[21] Instructors, media specialists, and others seek to improve the quality and effectiveness of education of the hearing-handicapped by using mediated visual means. The four Regional Media Centers for the Deaf, Media Services and Captioned Films for the Deaf, local Special Educational Instructional Materials Centers, resource centers, commercial enterprises, and individual schools for the deaf contribute much to this effort by producing and distributing instructional materials.

Despite this fact, mediated and non-mediated language instruction forms the dominant segment of a deaf student's classroom activities. Deaf students encounter extreme difficulty acquiring both receptive and expressive functional language and communication skills. On the average, deaf students lag three to five years behind their hearing peers in these areas.[22] These problem areas appear early in the education of the hearing-handicapped. As a deaf student brings news to the classroom with no language to explain, his instructor begins a guessing procedure he hopes will

[21] John J. O'Neill and Herbert Oyer, Visual Communications for the Hard of Hearing (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961), p. 196.

[22] Watson, p. 274.

unlock the message. As a result, the deaf student visualizes the information without images. These images may appear exact or vague, but usually the student possesses inappropriate words or no words at all to convey his news usefully or quickly.[23] Likewise, these problems of a lack of appropriate language and an inability to communicate desired information lead to communication patterns in classes for the hearing-handicapped which the instructor dominates and in which there appear low levels of student interaction and student-initiated communication.

The visual-literacy approach I envision demonstrates one way of starting to deal with some of these problems. The visual-literacy approach will help deaf students express and reveal what they cannot verbalize and thereby will serve as an additional channel of communication. It appears feasible to open a new world of exclusively visual language in which deafness would not prevent communication and comprehension of delicately nuanced meaning. Just as visual-literacy programs facilitate language development and improved communication skills with other groups of special students who display problems in these areas, so can

[23] Norman Anderson and Roderick Laird, "Teaching the Deaf Child to Read," Audiovisual Instruction, 17 (1972), 19-20.

visual-literacy programs designed especially for hearing-handicapped students. The potential advantages of using a visual-literacy approach to enhance the learning of deaf students at St. Petersburg Junior College may become a realization in the area of library services to the hearing-handicapped.

CHAPTER III

PROCEDURES OF THE STUDY

Research Method Used

In this study I employed the descriptive method of research. This method includes systematic, factual, accurate description of characteristics of a given population. Van Dalen warns that writers disagree about how to classify descriptive studies, but the arbitrarily selected categories fall within (1) survey studies; (2) interrelationship studies; and (3) developmental studies.

Descriptive research may involve predicting and identifying relationships among and between variables. Also, data derived in descriptive research can help diagnose a situation or propose a new program. Furthermore, Van Dalen suggests that, to use the descriptive method of research, one should (1) examine the problematic situation; (2) define the problem; (3) list the assumptions; (4) select appropriate subjects and source materials; (5) select or construct techniques for collecting data; (6) establish categories for classifying data; (7) validate the data-gathering technique; (8) discriminate among objective observations; and

(9) describe, analyze, and interpret findings in clear, precise terms.[24] Although not all of Van Dalen's steps will apply to this project, some will guide the general procedures of this investigation.

Description of Sample Population

The sample population in my study included thirty-nine deaf students at St. Petersburg Junior College. The office of Admissions and Records supplied me with a list of deaf students currently enrolled. After receiving the list of deaf students matriculating at St. Petersburg Junior College, I wrote a letter to each of the thirty-nine students seeking cooperation in my study. Later, and throughout the study, Calvin Harris, director of special services at St. Petersburg Junior College, provided assistance in working with these hearing-handicapped students.

Procedure for Collecting Data

Calvin Harris arranged simultaneous, on-campus administration of the questionnaire to all thirty-nine deaf students. The questionnaire contained twenty-three items on a wide range of topics including family background, hearing loss, communication method used, early schooling, college experience, marital status, and

[24] Deobold B. Van Dalen, Understanding Educational Research: An Introduction (New York: McGraw-Hill, 1966), p. 206.

employment. With the assistance of an interpreter for the deaf, I administered the questionnaire to obtain information from the thirty-nine deaf students in this study. In addition, the interpreter provided complete instructions in sign language before the survey began.

Statistical Analysis

This study concerns developing a model of library services for the hearing-handicapped at St. Petersburg Junior College. The study tested three research questions stated in chapter one, page nine. I used Chi square (X^2) as the statistical technique to analyze data in this study. This analysis appeared pertinent because of the nominal categories prevalent in a checklist questionnaire I developed for this study.

Development of the Library Orientation Model

The emphasis of a unified format in the presentation of a library orientation to hearing-handicapped students changes the community college library concept considerably. In our educational institutions today, no single pattern of instruction will provide optimum learning for all students. The significance of the library orientation for hearing-handicapped students is a new creation of clever innovations to change an out-dated model of presenting information to hearing-handicapped students.

The decision to develop a teaching technique as an alternative to the literary library orientation method used for our hearing students was influenced by individual consultation with instructors of the hearing-handicapped students, by observation of the hearing-handicapped students participating in lectures for hearing students, and by a realization that progress at a faster pace simply could not be achieved by hearing-handicapped students in our regular library orientations. After my initial survey, the consensus of the hearing-handicapped students in their comments indicated that a different format in the presentation of general library orientations should become available to them. Their reasons for wanting this change in format stemmed from a lack of understanding of the concepts presented in a general literary library orientation.

In developing my model the following issues were observed:

Question I--To what extent do librarians at St. Petersburg Junior College provide library services for the hearing-handicapped?

Objectives:

1. To provide an orientation which adequately prepares hearing-handicapped students to transfer to other institutions of higher learning.

2. To provide other library programs which adequately prepare hearing-handicapped students to enter gainful employment or higher education.

Question II--Do librarians at St. Petersburg Junior College react inappropriately when working with the hearing-handicapped?

Objectives:

1. Equip at least one librarian with the American sign language to work effectively with the hearing-handicapped students.
2. Expand the use of library research through video tapes as a medium of instruction for the hearing-handicapped.
3. Train librarians to provide stimulation for and insure coordination of library services to the hearing-handicapped students.

Question III--Should librarians equip themselves with adequate tools to assist properly the hearing-handicapped?

Objectives:

1. Equip at least one librarian with finger-spelling, lip-reading, and American sign language to insure that all hearing-handicapped students can benefit from library services.

2. Promote a library atmosphere which encourages positive learning experiences for hearing-handicapped students.

With these stated questions and objectives, the over-all library environment was conducive for the adoption of a literary orientation for the hearing-handicapped. The interest of all hearing-handicapped students was high from pre-planning through implementation and evaluation. After stating the objectives, I designed the learning activity. I used various types of instructional media to enhance the over-all module. The method employed included: (1) literary library orientation narrative; (2) video tape and video machine; (3) graphics; (4) reference books; and (5) sign language interpreter.

I considered my objectives carefully, as well as the media best suited for use. My learning activities were developed directly from the arrangement of the objectives. The learning activity prepared included one forty-five minute video tape.

Throughout the school year, hearing-handicapped students utilized the service and proceeded at their own pace, spending only the time needed to complete a research assignment. In February 1978, I administered a survey evaluation questionnaire to determine the quality of innovative library service St. Petersburg Junior College offers to deaf students. Information

derived from the questionnaire provided data for determining future library programs for the hearing-handicapped. Such programs could provide valid learning experiences for a successful college career.

CHAPTER IV

FINDINGS

Demographic Data

The student population from which I gathered data numbered thirty-nine. This group included twenty-two males (56 percent), and seventeen females (44 percent). Ages ranged from seventeen to twenty-five. Thirty-five students were white (90 percent), two black (5 percent), and two of other races (5 percent).

One hundred percent of the subjects were enrolled in university parallel programs. Grade-level distribution included nineteen freshmen (49 percent) and twenty sophomores (51 percent). Of this group of hearing-handicapped students, thirty-five registered as single, two married, and two divorced.

The study also revealed that 58.9 percent of the parents did not encourage their children to pursue higher education, apparently because most parents did not continue their own education. Moreover, students in this group used fingerspelling and lipreading minimally: American sign language served as the dominant mode of communication in the deaf population. And, of

the thirty-nine deaf students, only eight worked full time; thirty-one did not work but concentrated mainly on their studies.

Results

In this project, I sought to develop a fully functional library visual-literacy module. The program I proposed should shape receptive and expressive visual communication skills in community college deaf students. Tables below illustrate the results. I used the Chi square (X^2) test of significance to examine data by summing the frequencies across the rows and columns of each contingency table; then I applied the following formula:

$$X^2 = \frac{(fo - fe)^2}{fe}$$

The calculated value of Chi square (X^2) for questions seventeen, eighteen, and twenty-one from my questionnaire we may compare to the critical value of Chi square (X^2) which was determined to be 3.84 at the .05 level of significance for three degrees of freedom.

Question seventeen reads as follows: "To what extent do librarians at St. Petersburg Junior College provide library services for the hearing-handicapped?" Tables I and II indicate the results of a Chi square (X^2) test on library services for the hearing-handicapped. The Chi square (X^2) value of 5.99 revealed that

TABLE I

OBTAINED FREQUENCIES

To what extent do librarians at St. Petersburg Junior College provide library services for the hearing-handicapped?

Sex	Yes	No	Total
Male	14	8	22
Female	16	1	17
Total	30	9	39

TABLE II

COMPUTATION OF CHI SQUARE (X^2)

To what extent do librarians at St. Petersburg Junior College provide library services for the hearing-handicapped?

Cell	Obtained Frequencies (O)	Expected Frequencies (E)	$\frac{(O - E)^2}{E}$
1	14	16.92	2.92
2	8	13.07	5.07
3	16	5.07	10.93
4	1	3.92	2.92
			$X^2 = 21.84$

The critical value of X^2 (df2, sig. level = .05) = 5.99

responses from male and female students to question seventeen differed significantly. Responses indicated that thirty of the thirty-nine students agree that St. Petersburg Junior College needs special library services for the hearing-handicapped.

Question eighteen reads as follows: "Do librarians at St. Petersburg Junior College react inappropriately when working with the hearing-handicapped?" Tables III and IV provide results of a Chi square (X^2) on student satisfaction with library personnel and services offered to the hearing-handicapped at St. Petersburg Junior College. The Chi square (X^2) value of 5.99 determined that male and female students disagreed significantly on question eighteen. On item eighteen twenty-three of the thirty-nine students stated satisfaction with library services and personnel.

TABLE III

OBTAINED FREQUENCIES

Do librarians at St. Petersburg Junior College react inappropriately when working with the hearing-handicapped?

Sex	Yes	No	Total
Male	13	9	22
Female	10	7	17
Total	23	16	39

TABLE IV

COMPUTATION OF CHI SQUARE (X^2)

Do librarians at St. Petersburg Junior College react inappropriately when working with the hearing-handicapped?

Cell	Obtained Frequencies (O)	Expected Frequencies (E)	$\frac{(O - E)^2}{E}$
1	13	12.97	0.03
2	9	10.02	1.02
3	10	9.02	0.98
4	17	18.97	1.96
			$X^2 = 3.99$

The critical value of X^2 (df2, sig. level = .05) = 5.99

Question twenty-one reads as follows: "Should librarians equip themselves with adequate tools to assist properly the hearing-handicapped?" Tables V and VI illustrate results of a Chi square (X^2) value of 5.99 determined that male and female students differed significantly. Responses to item twenty-one indicated that thirty-two of the thirty-nine students desired at least one librarian be equipped with the American sign language.

TABLE V

OBTAINED FREQUENCIES

Should librarians equip themselves with adequate tools to assist properly the hearing-handicapped?

Sex	Yes	No	Total
Male	17	5	22
Female	15	2	17
Total	32	7	39

TABLE VI

COMPUTATION OF CHI SQUARE (X^2)

Should librarians equip themselves with adequate tools to assist properly the hearing-handicapped?

Cell	Obtained Frequencies (0)	Expected Frequencies (E)	$\frac{(0 - E)^2}{E}$
1	17	18.05	1.05
2	5	14.76	9.76
3	15	3.94	11.06
4	2	3.05	1.05
			$X^2 = 22.92$

Critical value of X^2 (df3, sig. level = .05) = 5.99

Determining reactions from hearing-handicapped students on the mechanics of the program was the purpose of questions seventeen, eighteen and twenty-one as presented in Tables I through VI. Results indicated that hearing-handicapped students believed that the literary library orientation module is a definite innovation in library services never before offered to hearing-handicapped students.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

A literary library orientation module for the hearing-handicapped students at the Clearwater Campus of St. Petersburg Junior College was developed and put into practice during the 1977-78 school year. Prior to its initiation, a number of stated goals and objectives were set up to accomplish the primary purpose of the program which was to design and develop a literary library orientation module that would encourage the hearing-handicapped students to use the library and its facilities. The overall goal for developing this module was to dispel a fear which appeared a common handicap among most hearing-handicapped students.

The module was developed based upon the three research questions found in Chapter I. These questionnaires provided data for determining future library programs for the hearing-handicapped at St. Petersburg Junior College. A literary library orientation narrative, video tapes and video machines, graphics, reference books, and a sign language interpreter were utilized to develop this module.

The audio visual method of library service emphasized the discovery technique for many of these hearing-handicapped students. The activity served as a primary source for hearing-handicapped students doing research. An evaluation survey of the literary library orientation module completed by hearing-handicapped students in February, 1978, indicated that indeed a need for such a library program would benefit many.

Conclusions

The finding of data presented in this investigation support certain conclusions concerning a literary library orientation module for the hearing-handicapped. To what extent do librarians at St. Petersburg Junior College provide library services for the hearing-handicapped? Librarians at St. Petersburg Junior College effectuated no special provisions for the hearing-handicapped student. These students have in the past attained a degree of educational success on their own. Apparently, then, we can assume that providing some special library services would enhance the chances of our deaf students exceeding in higher education.

Do librarians at St. Petersburg Junior College react inappropriately when working with the hearing-handicapped? Because librarians at St. Petersburg Junior College only communicate with hearing-handicapped students through an interpreter or written messages, this method at times

appeared a hardship for both librarian and student. Librarians do not react inappropriately when working with hearing-handicapped students presently. In earlier years when the Program for the Deaf was first established, many uncomfortable situations arose between librarian and student because librarians could not communicate adequately with the hearing-handicapped students. The lack of the American sign language appeared the dominant barrier.

Should librarians equip themselves with adequate tools to assist properly the hearing-handicapped? Librarians in the past felt very insecure when working with the hearing-handicapped. The reasons appeared obvious because of a lack of the American sign language, lipreading, and fingerspelling to communicate. As this project develops at least one of the professional librarians at St. Petersburg Junior College is enrolled in an American sign language class to enhance the learning experiences of the hearing-handicapped students at St. Petersburg Junior College.

Recommendations

Self-instruction methods appear invaluable. More reliable hardware is becoming increasingly available, and advances in technology bring about a practicality that will effect many community college library programs.

The success of this integrated literary library orientation module lies primarily in the use of the program.

The features of this program allows for growth. Therefore, it is recommended that within the next two years this literary library orientation module be revised and put onto a different format as videocassette tape. It is further recommended that librarians broaden their resource knowledge through in-service programs in order for all hearing-handicapped students to draw upon their individual expertise. Finally, establish guidelines for developing additional special library programs for the hearing-handicapped at St. Petersburg Junior College.

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APPENDICES

APPENDIX A

Questionnaire

Name: _____

Sex: M _____; F _____

Classification: Freshman _____; Sophomore_____

Marital Status: Married _____; Single _____;

Divorced _____; Other_____

Age: _____

Direction: Please answer all questions carefully. Place a (✓) mark on the appropriate line.

Yes	No		
___	___	1.	Did your parents ever give you special training or instruction at home?
___	___	2.	Did your parents encourage you to prepare for a specific occupation?
___	___	3.	Did your parents ever attend schools for the deaf?
___	___	4.	Did your parents attend college?
___	___	5.	Did your parents encourage you toward a college education?
___	___	6.	Is the hearing of other members of your family normal?
___	___	7.	Do you use sign language?
___	___	8.	Do you use finger spelling to communicate?
___	___	9.	Do you use writing to communicate?

Yes	No		
___	___	10.	Do you understand by lipreading?
___	___	11.	Do you hear at all?
___	___	12.	Can you hear with a hearing aid?
___	___	13.	Have you any physical disability other than your hearing loss?
___	___	14.	While at college, do you plan to participate in any extra-curricular activities? If yes, please list.
			Comment: _____
			_____
___	___	15.	Do you plan to transfer to a four-year institution?
___	___	16.	Are you employed?
___	___	17.	To what extent do librarians at St. Petersburg Junior College provide library services for the hearing-handicapped?
___	___	18.	Do librarians at St. Petersburg Junior College react inappropriately when working with the hearing-handicapped?
			Comment: _____
			_____
___	___	19.	Do you use the library regularly?
___	___	20.	Have you found the library staff helpful?
___	___	21.	Should librarians equip themselves with adequate tools to assist properly the hearing-handicapped?
___	___	22.	Would you like a training session in the use of audio-visual equipment?
___	___	23.	Did you attend regular schools in grades 1-12?

APPENDIX B

September 21, 1977

TO: All Hearing-Handicapped Students

FROM: Theresa C. Goss, Librarian
1201 Macrae Avenue
Clearwater, Florida 33515

SUBJECT: Library Services

Dear Student:

In an attempt to make more library services available to you while a student on the Clearwater Campus of St. Petersburg Junior College, I would like for you to kindly participate in a survey I am doing to complete my requirements for the Doctor of Education degree.

Results of this survey will determine if we at St. Petersburg Junior College are providing adequate library services for the hearing-handicapped.

Kindly fill in the bottom portion of this letter (giving your consent) and return to me in the stamped self-addressed envelope. The survey questionnaire will be administered to all deaf students on November 4, 1977, at 10:30 A.M. in the Teaching Auditorium.

Thank you for your participation.

I will participate _____.

I will not participate _____.

APPENDIX C

Evaluation Questionnaire

Name: _____

Sex: M _____ : F _____

Classification: Freshman _____; Sophomore _____

Marital Status: Married _____; Single _____

Divorced _____; Other _____

Age: _____

Directions: Please answer all questions carefully.

1. Please list and briefly describe the strengths of the literary library orientation.

2. Please list and briefly describe the weaknesses of the literary library orientation.

3. Do you feel that there is a need for this program?

   Yes _____ No _____

4. Do you consider this program innovative?

   Yes _____ No _____

5. Does the material have high interest value?

   Yes _____ No _____

6. Please list suggestions for improvement.

APPENDIX D

TITLE

Literary Library Orientation for the Hearing-Handicapped

AUTHOR

Theresa Carter Goss

INTERPRETER

Dottie Ringheisen

GRAPHICS & PRODUCER

Robert Falkner

TECHNICAL DIRECTOR

Robert McCoy

EDUCATIONAL LEVEL

Junior & Senior Level

TARGET AUDIENCE

The Hearing-Handicapped

LITERARY LIBRARY ORIENTATION

(Narrative)

Welcome to the Clearwater Campus Library. Your interpreter is Dottie Ringheisen. I would like to offer you background information about our libraries. The libraries of St. Petersburg Junior College reflect the history, character, and curriculum offerings of the campuses. In 1927, St. Petersburg Junior College began operation. The library on the Clearwater Campus moved into its new building in November 1965. Floor plans for each library are available in the campus libraries to help users locate general stacks, reference collections, reserve books, bound and unbound periodicals, card catalog, vertical files, and special areas. The libraries seek to provide materials which support the curriculum and objectives of the college. Librarians are always available to assist users.

A combined book collection upwards of 180,000 volumes, including basic reference sources, current and back issue periodicals, and various indexing services, provide information needed to write a research paper. Our collections also include audio-visual materials such as recordings, films, filmstrips, slides, tapes, art prints, sculpture, kits, and video tapes. Facilities available in the libraries include listening, viewing, and recording. Other special services include

accommodations for small conferences, typing, copy services, and microforms. Specifically, this literary library orientation will treat the card catalog, indexes, literary criticisms, and biographical references. When you complete this literary library orientation, you should know how to:

1) Identify each major area of the library and its functions;
2) Understand and use the card catalog effectively;
3) Understand and use the literary criticisms and literary indexes;
4) Understand and use biography references;
5) Understand and use periodical indexes; and
6) Locate all print and non-print materials in the library.

Upon the completion of this module each student should demonstrate mastery.

Research Paper

The term research paper describes any writing that attempts to use all the facts about a chosen topic. Therefore, the success of your paper depends on your ability to find and record information accurately. A library contains a wealth of information, and when properly utilized in writing the research paper, the library can provide enjoyment from start to finish.

Card Catalog

In research the card catalog should prove a valuable source for information. For a literary paper, your call number will fall within the "P" collection--languages and literature. In the main reading room of the library you will find a divided card catalog which gives author and title in one section and subject in the other. Seven kinds of cards occur in the card catalog--author, title, subject, see, see also, information file, and educational media. The collection, which includes books, periodicals, and educational media, uses the Library of Congress classification scheme. Letters of the alphabet designate principal divisions:

	A	GENERAL WORKS
	B	PHILOSOPHY and RELIGION
	C	AUXILIARY SCIENCES OF HISTORY
	D	HISTORY: GENERAL AND OLD WORLD
E -	F	HISTORY OF AMERICA
	G	GEOGRAPHY, ANTHROPOLOGY, FOLKLORE, ETC.
	H	SOCIAL SCIENCE
	J	POLITICAL SCIENCE
	K	LAW
	L	EDUCATION
	M	MUSIC
	N	FINE ARTS
	Q	SCIENCE
	R	MEDICINE
	S	AGRICULTURE
	T	TECHNOLOGY
	U	MILITARY SCIENCE
	V	NAVAL SCIENCE
	Z	BIBLIOGRAPHY AND LIBRARY SCIENCE

Indexes

An index to periodical literature identifies the location of the subject discussed in periodicals covered by the index. Indexes cover new subjects and temporary issues not covered in books. Current issues list contemporary information, and older issues record past ideas, problems, and accomplishments. Books, or parts of books, often appear first in periodicals, before publication in separate volumes. Periodicals supplement professional literature to keep the teacher, scientist, doctor, economist, lawyer, and members of other professions abreast of current events.

Three kinds of indexes will help students seeking materials on a given subject: 1) indexes to literature appearing in periodicals (example: Reader's Guide to Periodical Literature, indexing over 100 general periodicals, providing author, title of article, volume, date of periodical, number of pages, illustrations, bibliography, and maps); 2) indexes to materials appearing in newspapers (example: New York Times Index, a subject index listing exact reference to date, page, and column, and plenty of cross-references to names and related topics); 3) indexes to literature appearing in collections or anthologies (example: Essay and General Literature Index, which serves many purposes--it lists essays by a given author; author of an essay when you know only title; analytical material on a subject,

especially small, unusual, or intangible subjects not covered by whole books; biographical and critical matter about persons; criticisms of individual books; and different places or collections in which an essay appears.

General Indexes

Biography Index. Specifies birth and death dates, occupation or profession of each person listed. Indicates nationality of persons not American. Indexes current books of individual and collective biography.

Book Review Digest. An index to selected book reviews in English and American periodicals. Arranged alphabetically by author of book reviewed, with subject and title index. Published monthly (except February and July), with an annual cumulation in February.

Book Review Index. Indexes reviews that appear in 270 periodicals which include both adult and children's book-reviewing media. Reviews primarily in the fields of general fiction and nonfiction, humanities, social sciences, librarianship, juvenile and young adult books. Published monthly, with a quarterly cumulation.

Education Index. A subject index to a selected list of educational periodicals, proceedings, and yearbooks. Material indexed covers all phases of education, varying somewhat from volume to volume. Includes references to books, pamphlets, and analytics in books and society transactions.

Literary Indexes

Indexes to literature in collections follow the general pattern of the indexes to periodicals and newspapers, but they cover only books. The index and type of material indexed follows: Granger's Index to Poetry indexes poetry; Short Story Index indexes short stories; and Play Index indexes plays.

Granger's Index to Poetry. Indexes a large number of standard and popular collections of poetry and prose. A useful index important in school, public, special, college, and university libraries. Supplements issued periodically.

Short Story Index. Indexes by author, title, and, in many cases, subjects. Part II lists collections by author and title. The author entry offers information including the name of the author with dates of birth and death, story title, and author and title of collections the short story appears in.

Play Index. Contains four parts: 1) the main list, arranged by author, title, and subject; 2) a list of collections indexed; 3) cast analysis, listing each play under type of cast (male, female, mixed, puppet) and, further, by number of characters; 4) a directory of publishers. All types of plays indexed, including translations into English. The dictionary arrangement and subject indexing seem especially helpful.

Literary Criticism

The following titles should provide helpful information in writing literary research papers.

Library of Literary Criticism of English and American Authors. Brief biographical data on each author treated, then selected quotations from criticisms of his works, grouped as: 1) personal, 2) individual work, 3) general. Lengthy extracts appear with exact reference so that this reference work serves both as an encyclopedia of critical comments and as an index of literary criticism.

Library of Literary Criticism of Modern American Literature. Excerpts from critical materials found in popular and scholarly journals and in books on American authors who wrote or became prominent after 1904. Volume three includes an index to critics. At the end of each volume appears a bibliography of each author's separately published works.

Library of Literary Criticism of Modern British Literature. Excerpts from criticism found in British and American sources, as general books, periodicals, articles, special books on an author; includes bibliography of author's works. Excerpts from critical writings on each author arranged in chronological order to reflect the rise or decline of the author's fame.

Bibliographies of the author's separately published works appear at the end of each volume.

American Novel, 1789-1959--A Checklist of the 20th Century Criticism. The checklist is divided into two sections: criticism of individual authors and criticism of the American novel as a genre. Criticism falls into three categories: 1) individual novels, 2) general studies, 3) bibliographies. A list of collections indexed appears in back of book.

English Novel, 1578-1956--A Checklist of the 20th Century Criticism. A selective listing of 20th-century criticism of English novels from Lyly to date, including citations to books and periodicals. Alphabetically arranged by novelist's name, then by title of novel. A list of collections indexed appears in back of book.

Twentieth-Century Short Story Explication--Interpretations 1900-1906 of Short Fiction. A bibliography of short story explications, in books, monographs, and periodicals. Most items written in English after 1920. Alphabetically arranged by author, then by title of short story.

Short Fiction Criticism--A Checklist of Interpretations Since 1925 of Stories and Novelettes (American, British, Continental 1800-1958). A listing of critical articles, published in books and periodicals, on short stories and novelettes. Confined to materials

written in English. Alphabetically arranged by author, then by title.

American Drama Criticism--Interpretations 1890-1965 of American Drama Since the First Play Was Produced in America. A bibliography of criticism of American drama including the first play produced. Furnishes quick sources for interpretations published between 1890 and 1965 in books, periodicals, and monographs. Alphabetically arranged by playwright, then by title of play.

European Drama Criticism--A Checklist of Books and Periodicals. Provides a source for selecting critical writings about representative European plays. A comprehensive listing of criticisms which appeared in books and periodicals, in English and foreign languages, from 1900 to 1966. Alphabetically arranged by playwright, then by play title.

Biographical Dictionaries

Dictionary of American Biography. The most authoritative work in American biography includes long, scholarly articles about prominent Americans no longer living. Bibliographies found at end of articles. An index serves as the last volume.

Dictionary of National Biography. The British equivalent of Dictionary of American Biography. Includes notable persons of Great Britain and the Colonies from

the earliest historical period. Limited to persons no longer living at time of publication. An index serves as the last volume.

Current Biography. A work providing reference librarian, student, or any researcher with brief, objective, accurate, well-documented biographical articles about living leaders in all fields of human accomplishment the world over. Alphabetically arranged by personality's name, the yearbook contains a necrology. Issued monthly with a cumulation published at the end of the year.

This literary orientation attempted to cover many library materials. Please use your library for any aspect of research. Remember, proper use of library facilities and services produces a good student and a successful researcher. For additional information on these and other reference sources, please see the reference librarian.

SIGNATURE PAGE

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by Theresa Carter Goss. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality, as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

7 April 1978 (date) — Ralph E. Kirkman, MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

19 April 1978 (date) — Norman L. Stephens, Local Professional

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed.D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

4/21/78 (date) — Eugene E. DuBois, Central Staff Committee Member